

**TEACHING LITERACY IN TENNESSEE:
UNIT STARTER STUDENT ACTIVITY PACKET
GRADE K ELA UNIT CONNECTED TO
SOCIAL STUDIES (CHANGE)**

Daily Task 1:

The author and illustrator of *The Little House*, Virginia Lee Burton, has asked you to help her draw new illustrations for the inside covers of the book. Draw three illustrations that show how the community around the Little House changed over time. Use information from the story to help you add details to your illustrations. Then add labels or sentences to help explain your illustrations.

In your writing, be sure to include:

- at least three detailed illustrations that show the community changes; and
- labels or sentences that describe your illustrations.

Be prepared to describe your illustrations to a partner.

Daily Task 2:

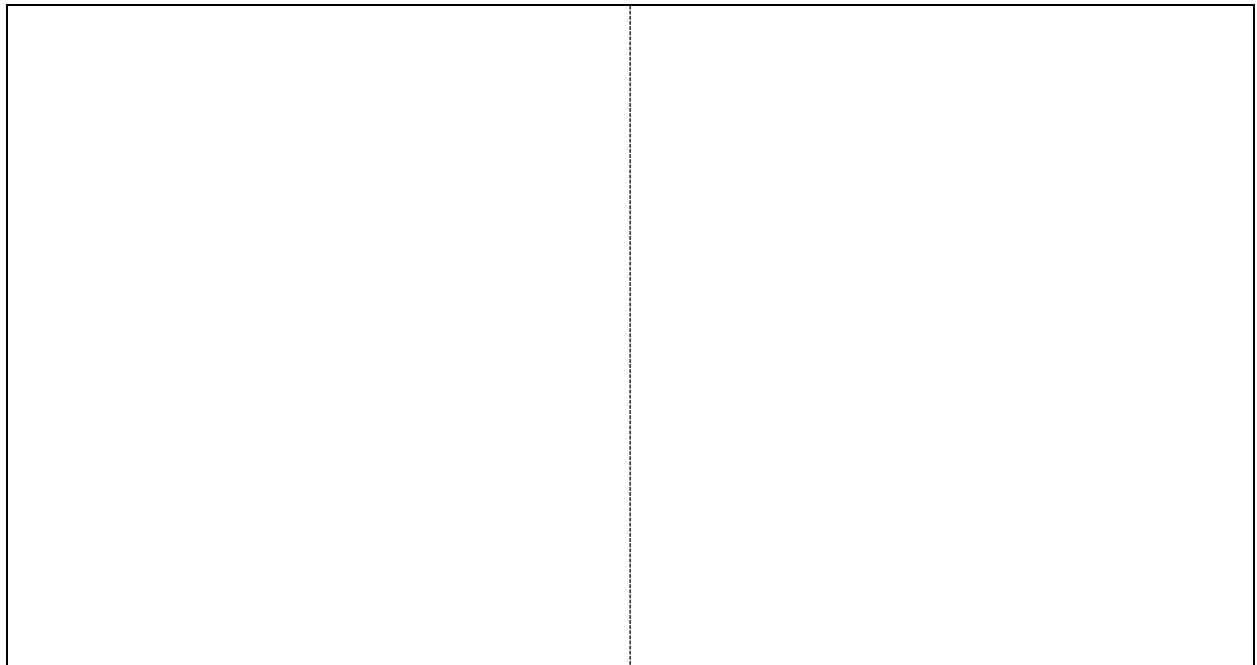
The librarian at your school has asked for your help in creating a mini-book that teaches other students about how things have changed in communities. It is important that the mini-book shares how things are different “now” compared to “then”, or long ago. From the information we learned during our lesson, create two pages for your mini-book with pictures and words that show how machines have changed over time. Be sure to include pictures and words for two different machines and use the labels “then” and “now”.

In your writing, be sure to include:

- illustrations of two different machines ‘then’ and ‘now’; and
- labels or sentences that describe your illustrations.

Then, talk to a partner about how life in our community is different “now” because of the changes made to the machines in your mini-book.

Cut the pages for the mini book below on the black lines. Stack them one on top of the other. Then fold them along the middle dotted line.



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Daily Task 3:

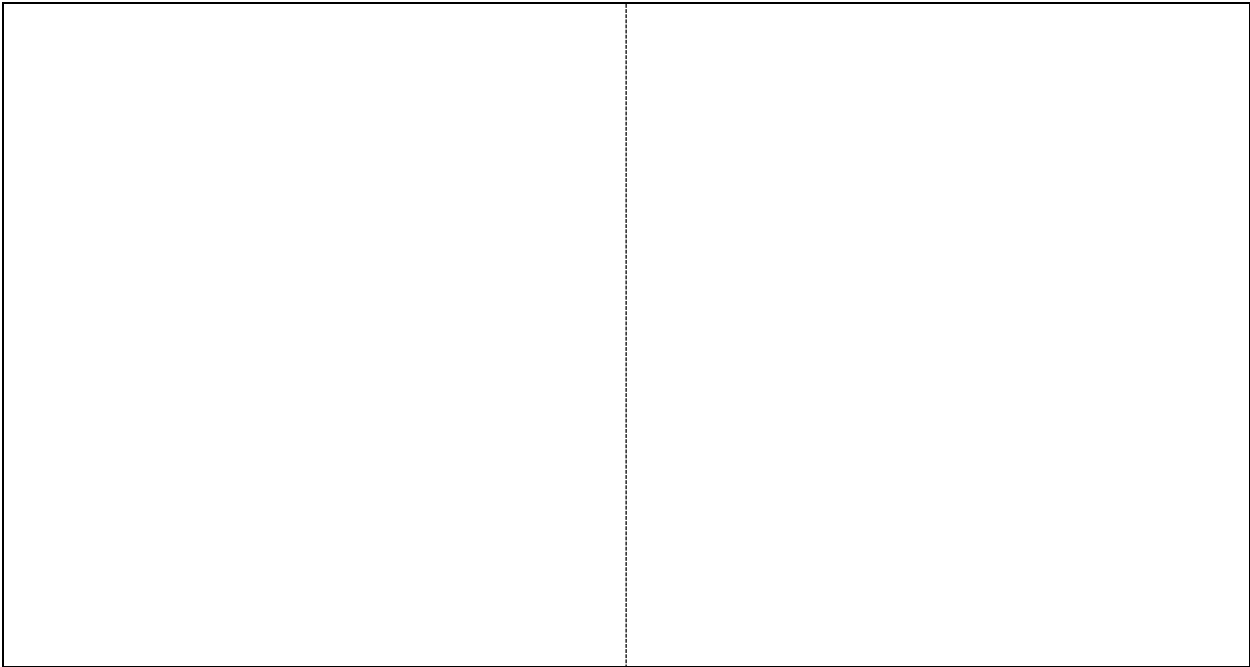
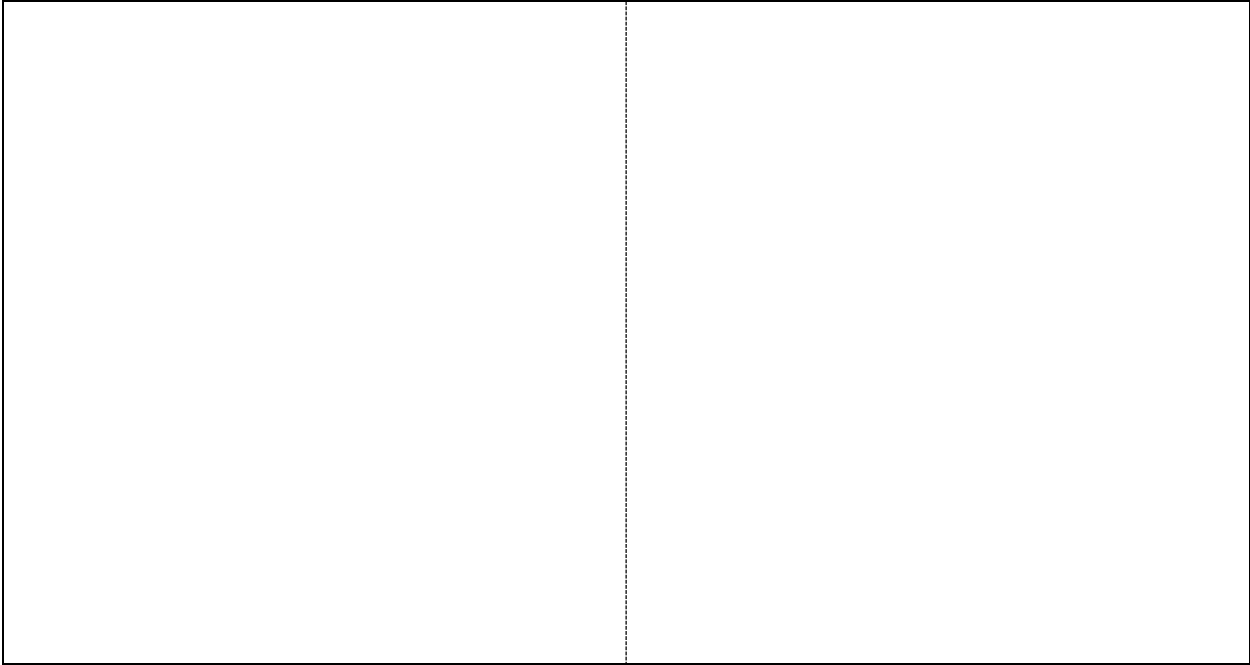
The librarian at your school has asked for your help in creating a mini-book that teaches other students about how things have changed in communities. It is important that the mini-book shares how things are different “now” compared to “then”, or long ago. Adding information we learned during our lesson, create two pages for your mini-book. Add one new page to show how machines have changed over time from “then” to “now”. Add the second new page that shows how gathering food has changed from “then” to “now”. Be sure to include pictures and words for you two new pages and use the labels “then” and “now”.

In your writing, be sure to include:

- one illustration of an additional machine ‘then’ and ‘now’ and one illustration of how gathering food has changed from “then” to “now”; and
- labels or sentences that describe your illustrations.

Then, talk to a partner about how life in our community is different “now” because of the changes in your mini-book.

Cut the pages for the mini-book on the black lines (next page). Stack them one on top of the other. Then fold them along the middle dotted line.



Daily Task 4:

Leaders in your town want to build a history museum that explains what life was like in your community long ago. Leaders want one part of the museum to provide information that answers the question, "Would you rather live in our community now or back then?" Town leaders have asked your class to help provide information for this part of the museum.

Use information from the texts *Then and Now*, "Getting Water from a Well", "Finding Food", and *Playing with Friends* to help you form an opinion about whether you'd rather live in your community now or "back then".

In your product, be sure to include:

- illustrations and writing to explain your opinion;
- at least three reasons that support your opinion;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.

The town leaders have asked you to explain your opinions orally. Practice explaining your opinion out loud with a partner.

Daily Task 5:

Pretend you are a member of the family in this book. Your family is writing a letter to your relatives thanking them for their visit. As part of the letter, your parents have asked you to draw pictures that illustrate the changes that happened in your home because the relatives came. Draw two illustrations that show how the relatives' visit changed the family in different ways. Add writing to help explain the changes that happened.

In your product, be sure to include:

- two illustrations that show how the visit caused change with the family;
- writing that explains the changes that happened;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.

Be prepared describe your illustrations to a partner. Be sure to talk about whether the changes were big or small and if they lasted for a short or long time.



Daily Task 6:

Monica Kulling and Marie Lafrance, the authors of *The Tweedles Go Electric*, are thinking about writing another book about the Tweedles. This time, they want to write about what happens when the Tweedles get a telephone for the first time. To help them write their new book, the authors want help remembering what happens to the different characters in their first book.

Choose one character and take two sticky notes. On the first sticky note, draw or write about how the character feels about the electric car at the beginning of the story. On the second sticky note, draw or write about how the character feels about the electric car at the end of the book. Put your sticky notes on the chart. Then, your teacher can share the chart with the authors.

Daily Task 7:

Pretend you are The Little House. Write a letter to the great-great-granddaughter of the man who built you who moved you back to the country.

In your letter, be sure to include:

- writing and illustrations to tell her how the changes to your community made you feel;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.

Dear Great-Great-Granddaughter,

Love,

Daily Task 8:

Part 1

A teacher from another kindergarten classroom calls your class. She wants to teach her students about how communities change and how sometimes those changes can be difficult. She wants to know what books she can use to help her students understand change. Your class decides to tell her about *The Little House* and *Kamishibai Man*. Before you call her back, practice retelling both of these stories to a partner so you can explain them to the teacher.

Part 2

When you retell the stories to your new teacher friend, she says, “The Little House and the Kamishibai man are alike.” She asks for your help identifying ways that the Little House and the Kamishibai man are similar.

In your writing, be sure to include:

- two ways that the Little House and the Kamishibai man are similar;
- illustrations of each of the similarities;
- capital letters at the beginning of each sentence; and
- punctuation at the end each sentence.

Be prepared to share your work with a partner.

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Daily Task 9:

The author of this book, Rebecca Rissman, has written a whole series of books comparing the past and present. She wants to know what else she can write about. Think about the other texts we've read. What is another example of something that has both changed and stayed the same over time? Write a letter to Rebecca Rissman telling her your idea.

In your letter, be sure to include:

- an idea that the author could write about; and
- one way your idea has changed, and one way your idea has stayed the same.

Dear Rebecca,

I like your books on past and present. I

have an idea for a new book. You could

write about _____.

It has changed because _____

_____.

It has stayed the same because _____

_____.

Your friend,

Daily Task 10:

In *Kamishibai Man* and “The New Kid”, the authors use dialogue to help tell stories about how communities both change and stay the same. Pretend that Jiichan and Dylan are talking to each other. What would they say to one another? Draw and write to share what they might talk about.

In your product, be sure to include:

- illustrations of Jiichan and Dylan;
- writing for each character that shares how the communities changed and stayed the same;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.

Be sure to write as if the two characters are talking to one another.

Daily Task 11:

A reporter from the local newspaper is writing a story about the bus called heaven. The reporter wants to interview Stella. Pretend you are Stella. Write to respond to the reporter's questions.

Questions:

- What changes has the bus made to your community?
- How did you help make these changes?

In your product, be sure to include:

- a response that includes answers to each of the questions;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.

Daily Task 12:

A company that makes trading cards is starting a new series of cards called Community Heroes. The company wants your help creating a trading card about Isatou Ceesay. On one side of the trading card, draw a picture of Isatou that shows how she made a change in her community. On the other side, write to explain how she led change in her community.

In your product, be sure to include:

- an illustration that shows changes that Isatou made in her community;
- writing that explains how Isatou led change;
- capital letters at the beginning of each sentence; and
- punctuation at the end each sentence.

Share your trading card with a partner and explain why Isatou Ceesay is a community hero.

Community Heroes Collection

End-of-Unit Task:

Authors who write books about communities are getting together for a book fair. At the book fair, they will share their books with visitors and talk about how communities change. The authors who wrote the books you read in this unit will be there. They have asked you to create a poster to advertise the book fair. They want you to choose four of the texts you've read and explain what these texts teach us about change in communities.

On your poster, be sure to:

- choose four different texts;
- list the title and author of each text;
- explain what each text teaches us about change in communities;
- include an appropriate heading at the top of the poster; and
- use drawing, dictation, and writing to explain your ideas
- include capital letters at the beginning of each sentence; and
- include punctuation at the end of each sentence.

You can choose to use the poster template provided on the next page.

